



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Michael Diffin **Lesson #:** 5 **Facet:** Application

Grade Level: 9-Diploma **Numbers of Days:** 4

Topic: WWII

PART I:

Objectives

Students will understand that WWII affected Communities in the world and the world community.

Students will know the difference between relating themselves to other people from relating other people to other people the students will also know that events such as these effect the entire world as the world is a community.

Students will be able to exhibit why communities changed.

Product: Prezi

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

Rationale:

This lesson applies to the major eras and historic influences of U.S. history. The Students will understand the major influences of U.S. history through the influence of the United States on the world. The world being a community all events have reflective minor or major influences in the world.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

The students will use the every pupil response in order for everyone to put in their answers because there may be many correct answers to the questions associate with this and it would facilitate their ideas and not terminate them through someone answering with one of the multiple correct answers.

Section II – timely feedback for products (self, peer, teacher)

The assessment for this project will be a checklist to see if they got the major understandings behind this idea that they are exploring and what the lesson is centered around. Feedback by teacher on the Product will also come in the form of a checklist done during the gallery walk and they will get them back immediately after. They will then be presented the opportunity to get back half of the points they lost by fixing what they missed.

Summative (Assessment of Learning):

Prezi: Students will use a prezzi to show the pre and post war events in a time line through pictures and short videos. The students will be creating a time line with the graphic organizers they have accumulated over the unit in which they will compile them against each other with a prezzi that flows in order of events. they should use a combination of photos, videos, and text to present all of the accumulated information. 130 points

Integration

Technology: The Prezi is the technology integration into this lesson. The prezzi will allow the students to do an online virtual representation of a time line of the event that they are choosing to break down.

Content Areas:

English: This lesson incorporates English into several of the parts including the prezzi, the time line, the Venn diagram, and the short speech. All of these parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

For the graphic organizer in this lesson I chose to use both a time line and a Venn diagram. The time line would outline the time frame of changes in the world, something that we have been looking at the whole unit. (this will be a class wide project where the students will work in groups and the war will be broken up into years and the battles/leaders/events from the previous lessons will be put into a time line, which each student will fill out their own time line After this is completed the students will get into groups with a person from the initial groups and they will share the information so that the students have all the events in a time line for themselves.) Then the diagram will pick out the specific changes that occurred after a grouping of pre-selected events. The cooperative learning chosen for this lesson was the every pupil response. this was chosen because there can be many correct answers to these questions and this way everyone will be able to put in their answer via the flash cards. The students will be presented with a selection of questions about how the world reacted to events and the students will write their answers and

present them, if they choose to the class. They will be reminded that there are a plethora of answers and they should not be afraid to answer differently than another student. The students will also be writing their own mini speeches on how they would handle a traumatic event that they would deliver if they were presidents of the United States.

Section II – Groups and Roles for Product

The groupings in this lesson are for the graphic organizer.

The time line would outline the time frame of changes in the world, something that we have been looking at the whole unit. (this will be a class wide project where the students will work in groups and the war will be broken up into years and the battles/leaders/events from the previous lessons will be put into a time line, which each student will fill out their own time line After this is completed the students will get into groups with a person from the initial groups and they will share the information so that the students have all the events in a time line for themselves.)

Differentiated Instruction

MI Strategies

Verbal: The time line on this one will have a lot of writing on it as well as the Venn diagram. They will also be writing a short paper/speech on how they would respond to a tragedy if they were president.

Logic: Venn diagrams appeal to logically minded people. These students should also like using the prezzi as it is a web based computer tool.

Visual: The Prezi will work to engage these students that learn visually as it uses pictures and videos. The hook also being videos and images should appeal.

Musical: The students will have the option of putting music in their prezzi's if they so choose.

Kinesthetic: The students will have many chances to be up and out of their seats moving around to work in groups with the time lines

Intrapersonal: The Venn diagram will be completed individually as well as the every pupil response being individual.

Interpersonal: The time line will be working extensively in groups. to complete all of the work.

Naturalist: These students should be drawn into this lesson because of the real world application making the association of their own community with the world community.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

Extensions

Type II technology:

The Prezi is the technology integration into this lesson. The prezi will allow the students to do an online virtual representation of a time line of the event that they are choosing to break down.

Gifted Students:

In this lesson the gifted students will have the ability to go as far into the event that they are researching as they choose. All students will have a different event and the gifted students will be expected to put more into them but there will be no strict requirements as this is just an introduction into their final project for the unit.

Materials, Resources and Technology

Laptops

Projector

White board

Markers

Time lines

Venn Diagrams

Print off of events the students will be researching

Source for Lesson Plan and Research

List all URL and describe.

<http://archive.org/details/FranklinDelanoRooseveltDayOfInfamySpeech>

FDR infamy speech

<http://www.ourdocuments.gov/doc.php?flash=true&doc=73&page=transcript>

FDR infamy speech transcript

<http://www.americanrhetoric.com/speeches/gwbush911addresstothecountry.htm>

GWB address to the nation after the 9/11 attacks

<http://www.eduplace.com/graphicorganizer/pdf/timeline.pdf>

The time line graphic organizer

All prior websites from previous lesson including:

http://en.metapedia.org/wiki/World_War_II

Explanation of terms from WWII

<http://www.nationalww2museum.org/history/glossary.html>

Glossary of all terms for WWII

The rest can be found on the resource page of the class wiki!

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day one: 80 minutes

- Hook: watch the two videos of the post attack presidential addresses and compare the speeches. (10 minutes)
- Post video discussion: Talk about how the speeches compare and differ, talk about how they are supposed to unify the country. (15 minutes)
- start working on the how they would address the nation speech. If they don't finish, complete for homework. (30 minutes)
- Instructional Period: continue discussion about how the attacks built a world community or how they prove that the world is a community. (25 minutes)

Day two: 80 minutes

- Instructional period (15 minutes)
- Time lines: Hand out the time lines and split the class into five groups, they will be given a time period from the war and put the events from that time period that we have talked about into the time line with one sentence about each. After this has been completed separate those five groups into five different groups with one member of each of the initial groups in each. After they have been divided into the new groups they will share all of their time lines filling in the rest of theirs so they have all the events talked about. (50 minutes)
- Introduce prezis and hand out events: Hand out the events that are going to be researched, there should be just enough for the entire class, no one should be without. (15 minutes)

Day three: 80 minutes

- Venn Diagrams They will be using the Venn diagrams to compare the state of the war before and after the events. This doesn't have to be extensive but it is encouraged to put as much thought into it as possible as it will help them with their unit project at the end of next lesson. (30 minutes)
- Prezi they will be working on the prezis and I will have them meeting with me in five minute intervals to check what they have been looking at for information. (50 minutes)

Day four: 80 minutes

- Every pupil response: the students will be handed three note cards they will put their name on each of them and then number them one through six. They will be asked questions one at a time and be given two minutes to write a response. After the time is up they can raise their note card and give their answer once called upon. They do not have to give an answer but it is encouraged that they do. once all six questions have been asked

- they will staple their six note cards together and hand them in. (25 minutes)
- Prezi: The students will be working independently for the remainder of the class but will be meeting with me for the rest of class individually. (55 minutes)
- Check Pop its before they leave.

Students will understand that WWII affected Communities in the world and the world community. War has an effect on communities, the effect is different depending on how the community was involved in the war, this will help the students relate to the fact that unlike here other countries have seen war around and in their homes where the most recent event of war on home soil for the United States was September 11th similar to the one of Pearl Harbor. Other countries see acts of war on a daily basis in their home land. War however has an effect on you no matter where you live. Everything, not just war, affects the world it doesn't have to be in your back yard to affect you. *Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.* I will show the first few minutes of FDR's infamy speech from December 8th 1941 to exhibit the beginnings of world view changes for the United States I will relate this to the September 11th attacks and present a small clip of that to make the connection between the speeches. The speeches are meant to unite the people under a common cause, these speeches were directed to the country, uniting the country into one community. The country was not the only thing effected by these events though, look at the preceding events and events that follow. **Where, Why, What, Hook, Tailors: Verbal, Visual, Naturalist**

Students will know the difference between relating themselves to other people from relating other people to other people the students will also know that events such as these effect the entire world as the world is a community. For the graphic organizer in this lesson I chose to use both a time line and a Venn diagram. The time line would outline the time frame of changes in the world, something that we have been looking at the whole unit. (this will be a class wide project where the students will work in groups and the war will be broken up into years and the battles/leaders/events from the previous lessons will be put into a time line, which each student will fill out their own time line After this is completed the students will get into groups with a person from the initial groups and they will share the information so that the students have all the events in a time line for themselves.) Then the diagram will pick out the specific changes that occurred after a grouping of pre-selected events. The cooperative learning chosen for this lesson was the every pupil response. this was chosen because there can be many correct answers to these questions and this way everyone will be able to put in their answer via the flash cards. The students will be presented with a selection of questions about how the world reacted to events and the students will write their answers and present them, if they choose to the class. They will be reminded that there are a plethora of answers and they should not be afraid to answer differently than another student. The students will also be writing their own mini speeches on how they would handle a traumatic event that they would deliver if they were presidents of the United States. The students will use the every pupil response in order for everyone to put in their answers because there may be many correct answers to the questions associate with this and it would facilitate their ideas and not terminate them through someone answering with one of the multiple correct answers. **Equip, Explore, Rethink, Revise, Refine, Tailors: Intrapersonal, Interpersonal, Kinesthetic**

For the graphic organizer in this lesson I chose to use both a time line and a Venn diagram. The time line would outline the time frame of changes in the world, something that we have been looking at the whole unit. (this will be a class wide project where the students will work in groups and the war will be broken up into years and the battles/leaders/events from the previous lessons will be put into a time line, which each student will fill out their own time line After this is completed the students will get into groups with a person from the initial groups and they will share the information so that the students have all the events in a time line for themselves.) Then the diagram will pick out the specific changes that occurred after a grouping of pre-selected events. The cooperative learning chosen for this lesson was the every pupil response. this was chosen because there can be many correct answers to these questions and this way everyone will be able to put in their answer via the flash cards. The students will be presented with a selection of questions about how the world reacted to events and the students will write their answers and present them, if they choose to the class. They will be reminded that there are a plethora of answers and they should not be afraid to answer differently than another student. The students will also be writing their own mini speeches on how they would handle a traumatic event that they would deliver if they were presidents of the United States. The product for this lesson would end up being a prezi as it would be a more in depth time line comparison of one event in the war. The event that they choose will end up being the concentration in their final project for the next lesson. They will find the list of occurrences in the event and make a prezi of this in depth time line where they will break down what happened in the event. This will be presented in the form of a gallery walk where they will go around the class and take a few minutes to look at everyone's to gather ideas for their own. The assessment for this project will be a checklist to see if they got the major understandings behind this idea. Feedback by teacher on the Product will also come in the form of a checklist done during the gallery walk and they will get them back immediately after. They will then be presented the opportunity to get back half of the points they lost by fixing what they missed. **Explore, Experience, Rethink, Revise, Refine, Tailors: Logical, Musical, Visual**

Students will self assess through the checklist that will be provided at the beginning of the product when it is introduced. Feedback by teacher on the Product will also come in the form of a checklist done during the gallery walk and they will get them back immediately after. They will then be presented the opportunity to get back half of the points they lost by fixing what they missed. This connects to the next lesson setting them up for their project as it will be the event that they use as their newscast. **Evaluate, Tailors: Verbal**

Content Notes

Students will know.....

Develop detailed content notes so a substitute or a colleague can teach your lesson. (2-3 pages)

At the beginning of the first lesson we will start with the audio clip of FDR speaking post attack on pearl harbor and George Bush speaking after the 9/11 attack. We will look at the two speeches next to each other and how they compare as a unifying factor of the country to prove that the nation is a community. Use the transcripts of the two speeches to look at the similarities and differences and how the times have changed and why the speeches have changed with the times.

After this the students will write a short speech as to how they would address the nation and the world after an attack like one of these. After thirty minutes have the students stop working on their speeches and if they are done hand them in, if not finish them for homework. From here there will be an instructional period where we will talk about the world community.

Think about the effect one of these instances has on the world. It does not just effect the nation that was attacked even though we often think of it that way. How were nations other than the United States effected?

Talk about the allies to the United States, the nations the United States retaliated against, the nations the United States may have been helping at the time, the nations that the United States became involved in after the retaliation that had no connection and no claims were made against in the first place, The nations that could have been helped if the efforts were not in the retaliation area, the nations we were helping but stopped, the nations that we began helping during that may or may not have been in the area effected.

In the second day of the lesson start with collecting the speeches that were not handed in last class and then go into a short refresher about the last instructional period. Don't spend more than 15 minutes on it, but make sure the students are remembering the concepts. After this hand out the time lines and split the students into groups of five and assign them sets of years:

1937-1940

1941-1942

1943

1944

1945

They will then spend the next 30 minutes putting the big events that occurred during those years onto their time lines, with one sentence about each, which each student will be doing their own individually. After the 30 minutes are up split them into a new five groups with one member from each of the initial five groups so that there is one person from each of the five groups in all of the new groups. The students will then be putting all of the events collectively on the time lines so that all the students have all of the same events on their time lines.

For the last fifteen minutes of class introduce prezi which is what the students will be using to do the product for this lesson. Hand out the events that they are going to be researching. Go over some of the major features and tell them to spend some time exploring it for homework.

At the beginning of the third class hand out Venn diagrams and the students should start looking for the difference in the world or possible the war before and after the war for the first 30 minutes. For the last 50 minutes of class the students will either be finishing their Venn diagrams or working on their prezis. During this time the teacher should be meeting with them individually to make sure they are off on the right foot and looking to gather good sources.

At the beginning of this lesson we will be doing the every pupil response where we will be revisiting some of the questions we looked at at the beginning of the lesson as they directly related to WWII. The teacher will hand out three note cards to every students they will put there names on them and number the sides one through six for an answer for each question that will be posed. The student should write one too three sentences as an answer for each of the questions.

After the question is asked they will be given two minutes to respond. once they respond and the time is up if they want to share their answer they will raise the note card into the air. Students will be encouraged to answer the questions out loud. They will also be reminded that there are many answers to the question and just because someone has already responded they can still answer. The questions will consist of:

who were the allies to the United States before and after the war?
what were the nations the United States retaliated against at the beginning of the war?
who were the nations the nations the United States may have been helping at the time?
who were the nations that the United States became involved in after the retaliation that had no connection and no claims were made against in the first place?
who were the nations we were helping without them being the main concern of the war?
Who were the nations we turned to as enemies after?

After all questions have been answered and talked about have the students staple their cards together and hand them in. For a few minutes talk about why we turned to a new enemy instead of trying to unify the world. Once this has been completed the students will work independently on their prezis but I will be going around to every student to make sure that they are almost done as the gallery walk will be next class. The students will also be reminded to check their pop-its before they leave.

Handouts

Time line

Venn Diagram

Events list

Note Cards

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: These students will like the structure and organization of this lesson. It has lots of logical, organized graphic organizers that will allow the students to peruse an organized path to their final project.

Microscope: These students should be attracted to this lesson because of the fact that it allows them to spend a great deal of time on one subject. It allows them to begin dissecting a single event and how it affected not only the war but the whole world.

Puppy: These students should be attracted to this lesson because it allows them to relay the feelings of others through themselves about the war.

Beach Ball: These students will be attracted to this lesson as it they should be flexible with working with what they get assigned and they should be happy because of the Venn diagram lets them do what they choose to get the information.

Rational: This lesson ties directly back to the first lesson, now that they understand their own community they will begin to understand the world community. This will be done incorporating all of these strategies as they will be able: to go in depth into a subject, understand the worlds collective feelings, use logical and organizational skills, and be able to be flexible in their presentation of the subject.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

The students will use the every pupil response in order for everyone to put in their answers because there may be many correct answers to the questions associate with this and it would facilitate their ideas and not terminate them through someone answering with one of the multiple correct answers.

Section II – timely feedback for products (self, peer, teacher)

The assessment for this project will be a checklist to see if they got the major understandings behind this idea that they are exploring and what the lesson is centered around. Feedback by teacher on the Product will also come in the form of a checklist done during the gallery walk and they will get them back immediately after. They will then be presented the opportunity to get back half of the points they lost by fixing what they missed.

Summative (Assessment of Learning):

Prezi: Students will use a prezis to show the pre and post war events in a time line through pictures and short videos. The students will be creating a time line with the graphic organizers they have accumulated over the unit in which they will compile them against each other with a prezis that flows in order of events. they should use a combination of photos, videos, and text to present all of the accumulated information. 130 points

Rationale:

The students will be assessed in a formative and summative way in this lesson through the

checking for understanding which will check to see their multi-layer understanding of the topic through every pupil response, through timely feedback by the use of a checklist that both them and I will be filling out for their summative assignment in the form of a prezi.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

(see content notes)

MLR or CCSS:

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

Facet:Application

Rationale:

This lesson applies to the major eras and historic influences of U.S. history. The Students will understand the major influences of U.S. history through the influence of the United States on the world. The world being a community all events have reflective minor or major influences in the world. This will be demonstrated in the content.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: The time line on this one will have a lot of writing on it as well as the Venn diagram. They will also be writing a short paper/speech on how they would respond to a tragedy if they were president.

Logic: Venn diagrams appeal to logically minded people. These students should also like using the prezi as it is a web based computer tool.

Visual: The Prezi will work to engage these students that learn visually as it uses pictures and videos. The hook also being videos and images should appeal.

Musical: The students will have the option of putting music in their prezi's if they so choose.

Kinesthetic: The students will have many chances to be up and out of their seats moving around to work in groups with the time lines

Intrapersonal: The Venn diagram will be completed individually as well as the every pupil response being individual.

Interpersonal: The time line will be working extensively in groups. to complete all of the work.

Naturalist: These students should be drawn into this lesson because of the real world application making the association of their own community with the world community.

Type II Technology:

The Prezi is the technology integration into this lesson. The prezi will allow the students to do an online virtual representation of a time line of the event that they are choosing to break down.

Rationale:

This lesson applies to all of the MI's through instruction in the graphic organizers, checking for understandings, and summative assessments.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: This lesson, being a step for the next lesson, will promote, support, and model creative and innovative thinking and inventiveness through the exploration of how they would handle a tragedy if they were president through reaching out to the nation. This lesson will engage students in exploring real-world issues and solving authentic problems using digital tools and resources through the prezi where they will set up a time line of events after exploring how they would handle world issues if they needed to appeal to the nation. This lesson will promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes through the the checking for understanding where they will explore the results of major events. This lesson will also model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments through the time line where they will work collectively to piece together the war.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop

knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale:

All of these standards are met through the use of the prezzi. The prezzi will allow the students to show their grasp of the content digitally.